

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

## Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Taft Elementary School

## Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

### Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

#### Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Taft Elementary is committed to providing our students with a top-notch education that is rooted in the overarching values of community schools.

### **Value 1- Racially-just, relationship-centered spaces**

- Taft is a unique school that houses the Orange County Regional Deaf and Hard of Hearing Program for ages Birth-6th grade. Relationships are at the center of our educational experience, as we get the opportunity to provide early intervention to families with low-incidence disabilities at such an early age.
- Our school climate survey data shows that 87% of our students feel supported in their academic learning and 73% feel a sense of belonging and connectedness to the school.
- Our staff of educators, paraeducators, school counselors, support staff and family engagement liaison, are committed to working with our students and educational partners to build trusting relationships that promote a sense of safety.
- In the 2022-2023 school year, our team worked alongside with the community to enhance our Positive Behavior Interventions and Supports (PBIS) program through professional development opportunities for classified and certificated staff. As a result of the enhanced systems of support, CA PBIS recognized Taft Elementary as a Platinum level program.
- We are committed to continued professional development in trauma-informed instructional practices, mental health supports, and behavior intervention strategies that will help us to deepen our ability to support the needs of the whole-child.

### **Value 2- Shared Power**

- Taft Elementary works with our educational partners to involve all stakeholders in the decision making process. We have a diverse population with varying needs ranging from multi- language learners to hearing and Deaf individuals. We are committed to providing opportunities to engage all our partners to ensure that the expertise of all community members are recognized and valued.
- We offer both Spanish and ASL interpreters at all meetings and events, to ensure that all of our educational partners are able to engage in the decision making process.
- We seek input from partners within the Regional Deaf and Hard of Hearing Program to ensure that our out of area students are represented in the decision-making process.
- The Community Schools Leadership Committee (CSLC) is composed of educational partners who represent all of the varied interests of our school. We have representatives from our Early Start Deaf and Hard of Hearing Program, to State Preschool, General Education Classroom Teachers, Special Education Classroom Teachers, Family and Community Engagement Liaisons, School Counselors, Instructional Coaches, Community Partners, Administrators, Parents, including parents of students who are Multi-language learners, and students with disabilities, and Expanded Learning coordinators. Our CSLC has worked together over the last few months to develop a system of shared decision making and consensus building. We have developed a structure for our meetings and established a meeting schedule that

will allow us to work together to move the work forward.

### **Value 3- Classroom-Community Connections**

- We are committed to engaging the broader community to bring project-based, real world opportunities into the classroom. Our community is filled with people who have a wealth of knowledge about food, agriculture, literature and history. Our city has a rich culture of art and music that is waiting to be leveraged into dynamic classroom lessons.
- Our goal is to call on the community, and form partnerships that will bring the community to Taft, thereby enriching our classroom experiences. We are excited about the opportunity to connect with the community and create partnerships that will increase student achievement and connect students to learning outside of the classroom. We want to leverage those experiences through presentations of learning, where community members can listen to students talk about their portfolios and reflect on how the experience has helped them to grow and develop as a learner.

### **Value 4- A Focus on Continuous Improvement**

- Our team is committed to an ongoing cycle of improvement that will strengthen the fabric of our school. For example, we are currently working with our instructional coaches and district curriculum specialists to improve math achievement by examining our understanding and use of the Math Language Routines. The need was identified as a result of our math data chats. Administrators and Instructional Coaches met with grade level teams to analyze data and identify strengths and weaknesses. As teams met to analyze the data, they identified academic discourse as an area of need. The instructional leadership team, made up of grade level leaders, special education teachers, coaches and administrators, decided that Math Language Routines would be the targeted area of focus. The instructional leadership team met with math curriculum specialists and developed a professional development plan that includes training on the Math Framework, 8 Mathematical Practices, and Lesson study. In addition to teacher training, the plan includes professional development for instructional coaches and administrators, so they can learn how best to support teachers in the classroom. We are currently in the midst of the professional development cycle and will be collecting data within the next few weeks. The data will be shared with the team, and with the shared leadership teams (School Site Council, ELAC, and CSLC) for review and feedback. Once the data is analyzed, the team will move forward with the improvement cycle and strategically plan the next steps.
- We recognize that our students are more than a metric, and we want to disrupt the system and reimagine a metric that values the assets of our students and our community.
- We are committed to analyzing our systems and identifying elements that are barriers to inclusive and equitable learning experiences, and designing new systems that demonstrate the value.

**To ensure these values are reflected in our practice, we plan to do the following:**

- We will provide ongoing professional development to certificated and classified staff to deepen their understanding of trauma-informed instructional practices, project-based learning principles, and community-classroom connections.
- We will provide this ongoing training through twice monthly staff meetings, twice monthly collaborations meetings, grade level meetings, and curriculum meetings.
- We will work with partner agencies to provide a series of parent workshops that will help to expand the understanding of trauma-informed practices to our families and community members.
- We will continuously engage our educational partners in the continuous improvement cycle by seeking feedback via listening sessions, surveys, needs assessments, and informal data gathering.
- We will regularly meet with educational partners to strengthen community partnerships and provide opportunities for involvement in the decision-making process.

## **Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment )**

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

**Part A:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

As part of the planning process we have surveyed our administrators, certificated staff, classified staff, students, parents, and community members to gain a better understanding of their assets and needs. In addition to that, we have considered data gathered from school climate surveys, parent surveys, student surveys, as well as recommendations from School Site Council, English Learner Advisory Committee, Special Education Community Advisory Committees, and representatives from the Deaf and Hard of Hearing Community.

Some of the data that was gathered was easily quantifiable, while it is often more difficult to gather qualitative data that speaks directly to the assets and needs of our community. As part of the School Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP), we looked at both district data and school site data. Teachers were able to provide us with street level data that spoke directly to the needs of individual students in their classrooms.

Based on the data we collected, we identified a need for ongoing professional development in cultural awareness, academic language, writing, and relationship building. Increasing overall attendance, and decreasing chronic absenteeism is also an area of need. Additionally, when it comes to meetings and committees, parent engagement is an area of need. Taft has a great turnout for awards assemblies, student performances, parent conferences, festivals, and fundraisers. However, we would like to see some of the enthusiasm carried over to parent meetings, and committees such as the School Site Council, English Learner Advisory Committee, and Parent Teacher Association meetings.

To support growth in the areas of need, we have worked with educational partners to develop a professional learning plan that includes school wide professional development in building-relationships, and nurturing connectedness within our school community. We are excited to engage in the Capturing Kids Hearts professional development program, and plan to carry those practices to our work with cultural awareness, and Deaf cultural awareness. We also have planned professional development on Thinking Maps for writing, Write from the Beginning, which includes support for multi-language learner development in the areas of listening, speaking, reading and writing.

We identified many assets that we can leverage as we grow as a community school. We have an established mental health program, with two school counselors who deliver classroom lessons, targeted small group sessions, and short-term 1:1 counseling. We have an assigned school social worker who supports mental health referrals and connecting families to long-term services. Our Tier I social-emotional wellness program is Second Step. We use the Second Step curriculum in class beginning in Preschool, up to 6th grade. We have a strong partnership with Segerstrom Center for the Arts, and our students are engaged in three types of Visual and Performing Arts programs. All our students participate in walking field- trips to Segerstrom Center for the Arts where they have the opportunity to experience musicals, and dramatic performances. We have four on-site performances where dancers and musicians are welcomed to the school to provide community-based performances right

on our campus. Lastly, our students participate in a 12 week arts residency where they work with a local artist each week and develop skills in music, dance, drama, and art. This provides our students with an opportunity to use music, art and dance to develop socially-emotionally and connect with local artists in the community. In addition, we have partnerships with OC Deaf and Deafinitely 4 Kids, who provide outreach and education to our families who are Deaf and Hard of Hearing.

In order to provide us with a deeper understanding of the top community schools priorities, we will engage in the following actions to engage all educational partners, including groups who are historically marginalized.

All communication for students, parents, staff, and community members will be available in multiple languages including, English, Spanish, Vietnamese, and American Sign Language (ASL) interpretation or open captioning as appropriate.

We will use the following tools to capture the assets and needs of our community:

- In person and online meetings (zoom) where we discuss relevant topics and take notes on the assets and needs of our partners.
- Empathy interviews, both 1:1 and in small focus groups, to help us gain a better understanding of their perspectives as students, staff, family, and community members.
- Surveys, offered both digitally and on paper, so it will be easily accessible by our partners, via mobile device, computer/tablet, or in a low-tech paper version for people who prefer the non-digital option.

For partners who may have difficulty writing, we will elicit the support of our Family and Community Engagement Liaison, who will work 1:1 with the individual to help them complete the written or digital survey, and take notes on verbal participation, if that is preferred. We will have staff who are fluent in ASL meet with our Deaf and Hard of Hearing individuals who may feel more comfortable communicating with individuals from the Deaf community. For parents who do not use the four languages mentioned above, English, Spanish, Vietnamese, and ASL, we will work to have survey documents translated into their native language, when possible.

**Part B:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
<b>Engaging families in the shared-decision making process.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased participation in Meetings and Decision-making opportunities. [Sign in Sheets]</li> <li><input type="checkbox"/> Increased participation in Needs Assessment and Surveys. [Panorama Ed Surveys]</li> <li><input type="checkbox"/> Increased participation in District Meetings and Event.s [sign in sheets]</li> <li><input type="checkbox"/> Increased participation in Workshops for Parents and Community members (Mental Health, Physical Health/Fitness, Adult Education Classes, etc.). [Calendar of Community Workshops including dates/times and number of participants]</li> <li><input type="checkbox"/> Increased participation in creating inclusive spaces where all families and community members feel valued and safe. [School climate surveys/Panorama Ed]</li> </ul>

**Expanding Multi-Tiered Systems of Support to increase student outcomes.**

- ☐ Increased number of Mental Health service providers. [Data on Mental Health Referrals]
- ☐ Increased opportunities for academic tutoring and intervention services, thereby allowing more students to participate and receive services. [Student attendance roster for tutoring]
- ☐ Expanding Wellness programs for parents that focus on health, wellness and fitness. [List of Santa Ana College-Continuing Education courses, including dates/times]
- ☐ Increased partnerships that will allow us to increase the number of referrals to medical and dental services. [data on medical and dental referrals]
- ☐ Training on trauma-informed practices and programs such as Capturing Kids Hearts for school staff and families. [Professional Development plan, sign in sheets, agendas]
- ☐ Regular meetings with parents to identify supports that will lead to reduced Chronic Absenteeism. [Log of meeting dates/times]
- ☐ Creating inclusive spaces where all students feel valued and safe. [School Climate data-Panorama Ed survey]

**Developing a Community-Based Curriculum and Pedagogy that includes place-based learning experiences and real world- problem solving.**

- ☐ Professional development in project-based learning and community-based curriculum. [PD plan, Agendas, Sign in Sheets]
- ☐ Development of Personalized Learning Plans that value the assets of each student. [Copies of PLPs in student portfolios]
- ☐ Professional development in how to conduct Student-led conferences. [PD plan, Agendas, Sign in Sheets]
- ☐ Training for families so they know what to expect during student-led conferences. [Parent workshops/Sign in Sheets/Agenda]
- ☐ Presentations of learning and portfolios. [Student Reflections, Promotional flyers]
- ☐ Increasing English Language Proficiency through Listening. Speaking, Reading and Writing - Presentation skills. [EIPAC Data]
- ☐ Improving academic discourse, beginning with math and expanding to social studies, science, and English language arts. [Math Language Routines Rubrics]
- ☐ Developing a deeper understanding of the Math Framework and the Math Language Routines. [Teacher reflection/observation]
- ☐ Communicating the Math Language Routines to families in order for them to understand the expectations of students in the classroom. [Parent workshops, sign in sheet/agenda]
- ☐ Linking the grade level standard to elements of community-based curriculum to deepen understanding. [Project Rubric]

### Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood

teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

## Site Level Goals and Measures of Progress

Goals	Action Steps
<b>Establish Community Schools Leadership Council and train the CSLC in the decision-making framework.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By December 2024, Provide Leadership Skills Training to the CSLC. [agenda/meeting notes]</li> <li><input type="checkbox"/> By December 2024, the CSLC will hold Regularly Scheduled Meetings. [meeting schedule/ agenda/meeting notes]</li> <li><input type="checkbox"/> By December 2024, the CSLC will adopt a set of Shared Norms and expectations for Meetings. [shared via website/newsletter]</li> <li><input type="checkbox"/> By December 2024, the CSLC will be trained in the decision-making framework. Additional training will be provided throughout the school year, as needed. [agenda/meeting notes]</li> <li><input type="checkbox"/> By December 2024, the CSLC will have an established practice for documenting meetings\ and make them accessible to the community via the school website and bi-weekly newsletters. [website/newsletter]</li> </ul>

<p><b>Increase parent participation in the decision-making process and site-based leadership committees.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During the 2024-2025 school year, we will engage Community members in trust-building activities. [agenda/meeting notes]</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will develop additional opportunities for educational partners to provide written and verbal input into site-based decisions. [surveys/forms/Thought Exchange]</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will develop systems to celebrate and recognize the contributions of our educational partners. [Promotional materials from events]</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will continue to promote meeting and events via Parent Square and on our social media platforms. [Communication log]</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will work to schedule meetings at multiple times so partners will have the option to attend in-person, online, or at different times. We will also record meetings so they video is accessible to those who are unable to attend. [Meeting schedule/social media platforms/Parent Square communication]</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will continue to provide, American Sign Language (ASL) interpretation, as well as open captioning to parents in both English and Spanish. [Promotional materials/recordings of meetings]</li> </ul>
--	---

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Taft Elementary has an established system of shared governance that includes representation from all stakeholder groups. The school is governed by the School Plan for Student Achievement, which is approved by the School Site Council (SSC). The SSC is composed of 5 representatives from the school site, and 5 community members. Our SSC has representatives from Administration, General Education, Special Education, and Deaf and Hard of Hearing teams, as well as parents representing our general education, special education, and Deaf and Hard of Hearing students. Our Family and Community Engagement Liaison represents our classified staff on the council.

The SSC is responsible for analyzing student achievement data and approving the school plan and budget. The SSC gathers recommendations from other groups, such as English Learner Advisory Committee (ELAC), Parent-Teacher Association (PTA), Instructional Leadership Team, 4th-6th grade Student Council members, and the Safety Committee. The recommendations that are provided to the SSC help to inform the plan. Once the Goals and Strategies have been developed and approved, the council is tasked with monitoring the programs and overseeing the adopted budget.

The CSLC will operate in parallel with the School Site Council to increase student achievement. The CSLC will make recommendations to the SSC and the Community School Framework will be infused into the SPSA. Additionally, the recommendations from educational partners will be used to develop the District's LCAP, which will also include goals, actions and services for community schools.

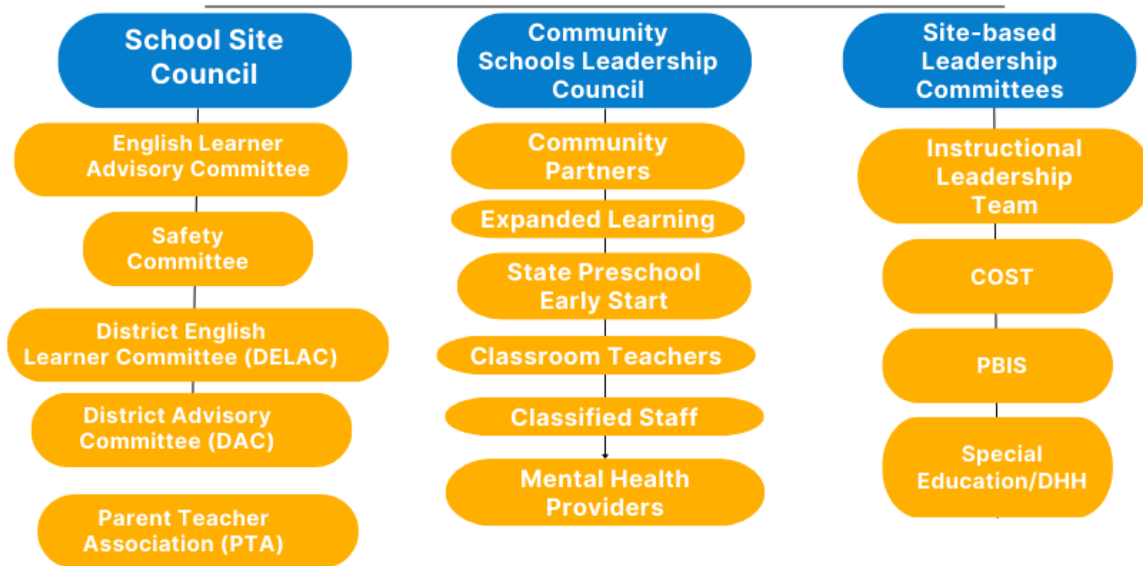
Unlike the SSC, the decisions of the CSLC will be based on consensus, and not voted upon with the majority winning. The committee will have approximately 16 members, and will work with partner organizations to help students link the community-based programs to the classroom. The members will consist of Community Partners, Expanded Learning staff, Deaf and Hard of Hearing Early Start staff, State Preschool, Mental Health providers, teachers, administrators, parents, and students.

In addition, there are site-based leadership committees that are involved in the shared-decision making process. The instructional leadership team, Positive Behavior Supports and Interventions (PBIS), Coordination of Services Team (COST), and Special Education and Deaf and Hard of Hearing (DHH) teams are also involved in the shared decision making process.

Our intent is to link the goals and recommendations of all the councils and committees into the Schoolwide plan for student achievement that will be the roadmap for the school. Based on all the recommendations, the School Site Council will approve the SPSA, and send it to the Santa Ana Unified Board of Trustees for approval.

The SSC will monitor and annually review the SPSA and approved Title I budget. Based on the recommendations from the CSLC and Site-Based Leadership teams, the SPSA and Budget will be modified, as needed, throughout the school year.

# Taft Elementary School



## Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

## Site Level Goals and Measures of Progress

Goals	Action Steps
<b>Alignment of the Community School Implementation Plan with the School Plan for Student Achievement and Local Control Accountability Plan.</b>	<input type="checkbox"/> By December 2024, we will hold an information meeting to show the alignment between the LCAP, SPSA, and Community Schools implementation plan. Amplifying the common goals of the plan and optimizing the alignment of goals, metrics, and multiple funding sources without conflict. [Agendas/Meeting Notes/Presentation Slides]
<b>Develop sustainable practices that support the Community School Framework beyond the grant opportunity.</b>	<input type="checkbox"/> During the 2024-2025 school year we will establish systems of continuous improvement and reflection as part of regular meeting practices. [Agendas/Meeting notes] <input type="checkbox"/> During the 2024-2025 school year, we will identify partnerships within the community that can be leveraged to provide ongoing support to students and families. [Agendas/meeting notes/ list of community partners]

## Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

## Site Level Goals and Measures of Progress

Goals	Action Steps
<b>Hire a Community School Coordinator to support with implementation of the grant.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> By December 2024, we will recruit a CS Coordinator who is aligned to the needs and values of the school. [Hiring records]</li> <li><input type="checkbox"/> As part of the recruitment and hiring process, we will consider the needs of the community as it pertains to language barriers - English, Spanish, American Sign Language/ASL. [Hiring Protocols]</li> <li><input type="checkbox"/> During July- December 2024, we will work with the SAUSD Human Resources department to post the position and recruit potential candidates. [Edjoin.org]</li> <li><input type="checkbox"/> December 2024, we will employ an interview panel that is reflective of the various partners, including staff, family and community members, perhaps student council members.</li> </ul>
<b>Align resources and maintain regular communication with the Director of Community Schools.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During the 2024-2025 school year, we will participate in regular meetings to maintain alignment with the SAUSD vision for community schools.</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will meet regularly with the Director of Community Schools to review data, grant reporting requirements, and budgeting.</li> </ul>

## Key Staff/Personnel

Kim Garcia, Ed.D. Principal	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure integration of Schoolwide Plan for Student Achievement (SPSA) with the Community Schools Implementation plan and district LCAP.</li> <li><input type="checkbox"/> Lead the SCC in an annual review to identify assets and complete a needs gap analysis</li> <li><input type="checkbox"/> Work with the CSLC to create a climate where trauma informed and restorative practices are effectively integrated into the school culture.</li> <li><input type="checkbox"/> Collaborate with the Community Schools Leadership Team to guide Implementation Plan</li> <li><input type="checkbox"/> Model shared decision making to promote learner-centered instruction and progress towards desired outcomes.</li> </ul>
--------------------------------	--

<p>Julie Choi Assistant Principal</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support the principal in aligning resources to meet the schoolwide goals of the CS Implementation Plan, SPSA, and District LCAP.</li> <li><input type="checkbox"/> Lead the Positive Behavior Interventions and Supports (PBIS) team in shaping the school climate through relationship- building and the schoolwide expectations of Respectful, Responsible, and Safe.</li> <li><input type="checkbox"/> Support staff in creating a trauma-informed environment that focuses on the needs of the whole child.</li> <li><input type="checkbox"/> Organize professional development opportunities that are aligned with the goals of the SPSA and CS Implementation Plan</li> <li><input type="checkbox"/> Lead the Coordination of Services Team (COST) in analyzing student achievement data and connecting students with tiered resources that meet the academic, social-emotional, and behavioral needs of each student.</li> </ul>
<p>Jamie Gonzalez Assistant Principal Regional Deaf and Hard of Hearing Program</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support the principal in aligning resources to meet the schoolwide goals of the CS Implementation Plan, SPSA, and District LCAP.</li> <li><input type="checkbox"/> Advocate for the needs of Deaf and Hard of Hearing individuals and their families</li> <li><input type="checkbox"/> Communicate with DHH families and invite them to be part of the decision-making processes</li> <li><input type="checkbox"/> Organize professional development opportunities that are aligned with the goals of the SPSA and CS Implementation Plan</li> <li><input type="checkbox"/> Coordinate with partnering school districts to align resources and identify shared assets between districts.</li> </ul>

<p>To Be Hired Community Schools Coordinator</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop partnership by working with community-based agencies to identify gaps and develop programs and services that are of need in the community</li> <li><input type="checkbox"/> Provide resources and referrals to families and community members</li> <li><input type="checkbox"/> Engage parents and community members in leadership workshops, cultural celebrations, and activities that promote cultural-awareness and respect for diverse cultures</li> <li><input type="checkbox"/> Help to create personalized learning plans for parents and community members</li> <li><input type="checkbox"/> Promote wellness and equity through the distribution of resources</li> <li><input type="checkbox"/> Provide or connect staff to professional development opportunities that address the physical and emotional needs of students, families, and community members</li> </ul>
<p>Amy Leyva Family and Community Engagement Liaison</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support the CS Coordinator in developing community partnerships that will connect families with critical resources, such as housing, food, clothing, medical, mental health, legal, and more.</li> <li><input type="checkbox"/> Coordinate with administrators, teachers and school counselors to create engaging activities int the Wellness Center</li> <li><input type="checkbox"/> Coordinate with partners to offer workshops on grading, supporting students at home, parenting, technology, understanding social emotional and mental health needs, and promoting cultural awareness.</li> <li><input type="checkbox"/> Facilitating parent involvement in parent conferences, school councils and committees, and family events (STEAM, Literacy nights).</li> <li><input type="checkbox"/> Support teams in addressing barriers to attendance, as well as meeting with families to provide referrals to outreach programs and mental health services</li> <li><input type="checkbox"/> Providing ongoing communication, professional development opportunities, and access to community resources.</li> </ul>

<p>Maggie Busch Arlene Tellez School Counselors</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work with teaches to engage students in Tier I classroom lessons on character development, making friends, problem solving and social-emotional wellness</li> <li><input type="checkbox"/> Facilitate small group, Tier II interventions on specific issues (i.e. grief and loss, self-esteem)</li> <li><input type="checkbox"/> In coordination with the assigned mental health provider, conduct short term individual counseling to Tier III students</li> <li><input type="checkbox"/> Support the attendance team in analyzing attendance data and developing school wide incentives and recognition events that promote student engagement</li> <li><input type="checkbox"/> Lead Restorative &amp; Trauma-Informed Practices training for certificated and classified staff</li> <li><input type="checkbox"/> Support in the implementation of the social emotional wellness curriculum- Second Step</li> </ul>
<p>Melissa Haro Expanded Learning Site Supervisor</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support the Expanded Learning Program in developing site-based programming to engage students in expanded learning opportunities outside of the school day</li> <li><input type="checkbox"/> Collaborate to build relationships with parents/guardians, families, teachers, administrators, providers, and community members while directing expanded learning programs</li> <li><input type="checkbox"/> Oversees site program evaluation, district wide initiatives, and student safety</li> <li><input type="checkbox"/> Support: Academic, health/wellness (SEL, fitness classes), STEM learning opportunities, dancing, music instruction, girl empowerment, crafts, and cultural instruction.</li> </ul>
<p>Luz Bastida Josh Havlik Instructional Coaches</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be a resource to staff in planning, curriculum design, and innovative practices</li> <li><input type="checkbox"/> Work with site admin and the leadership team to implement the Schoolwide Plan for Student Achievement &amp; Community Schools Implementation Plan</li> <li><input type="checkbox"/> Model best practices in learner-centered instruction</li> <li><input type="checkbox"/> Support staff by engaging in coaching conversations and reflective practices</li> <li><input type="checkbox"/> Collaborate with shared leadership teams (i.e. PBIS, COST, AVID, VAPA, SpEd) to ensure the equitable allocation of resources and human capital..</li> </ul>

<p>Terri Azvedo Special Education Lead</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for the needs of students with disabilities</li> <li><input type="checkbox"/> Collaborate with shared leadership teams (i.e. PBIS, COST, AVID, VAPA, SpEd) to ensure the equitable allocation of resources</li> <li><input type="checkbox"/> Attend Department Meetings and communicate the information and action items to fellow staff members (Teachers/Instructional Assistants)</li> <li><input type="checkbox"/> Support staff in implementing asset-based IEPs that address the needs of the whole child</li> <li><input type="checkbox"/> Collaborate with families to engage them in school events and opportunities for community-based learning</li> </ul>
<p>Grade Level Leaders Instructional Leadership Team</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with grade level teams to identify assets and areas of need</li> <li><input type="checkbox"/> Work with administrators and instructional coaches to analyze data and identify problems of practice</li> <li><input type="checkbox"/> Engage in shared decision-making teams by providing feedback and solutions aimed to improve instructional practice</li> <li><input type="checkbox"/> Provide input to the School Plan for Students Achievement and district LCAP</li> <li><input type="checkbox"/> Represent the voice of teachers on the CSLC</li> <li><input type="checkbox"/> Engage in program planning for special populations, including multi-language learners and students with disabilities</li> </ul>
<p>Kristie Decter Becky Kitzmann School Psychologists</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide student with individual and group counseling</li> <li><input type="checkbox"/> Support teachers and staff in developing behavior modification plans</li> <li><input type="checkbox"/> Serve on the Positive Behavior Interventions and Support (PBIS) and Coordination of Services Team (COST)</li> <li><input type="checkbox"/> Conduct Psychoeducational assessments and provide referrals to outside agencies</li> <li><input type="checkbox"/> Provide professional development in the areas of social emotional wellness, behavior, and academic supports</li> <li><input type="checkbox"/> Collaborate with parents and services providers in the development of an Individualized Educational Plan (IEP)</li> </ul>

<p>Demaris Loera Laura Barnett State Preschool, Coordinator</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide early intervention preschool services that will prepare students for future success in TK and Kindergarten</li> <li><input type="checkbox"/> Collaborate with the TK/K team to develop safe learning spaces that address the needs of the whole child</li> <li><input type="checkbox"/> Work with families to provide education on social skills development and social emotional wellness</li> <li><input type="checkbox"/> Provide expanded supports to students with disabilities and connect them with Child Find services</li> <li><input type="checkbox"/> Work with families to develop school connectedness and involvement in shared decision-making committees</li> </ul>
<p>Christine Dondalski Deaf and Hard of Hearing Early Start Program</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Orange County Regional Center to provide Deaf and Hard of Hearing services to students birth- 3 years old</li> <li><input type="checkbox"/> Engage families in education about Deafness and the Deaf Culture</li> <li><input type="checkbox"/> Recruit families to attend classes and learn American Sign Language (ASL)</li> <li><input type="checkbox"/> Coordinate a Individual Family Service Plan (IFSP) that addresses the needs of the whole child and the needs of the family</li> <li><input type="checkbox"/> Work alongside various partner districts to ensure a continuum of care for students</li> <li><input type="checkbox"/> Refer families to outside agencies</li> </ul>

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

SAUSD has created a Community Schools Department that includes the Community Schools Director and key staff. The Director will provide direct support to community schools, guiding them in the development of their Community School Model and assist in planning for sustainability long after grant funds have been expended. Looking ahead, our vision includes a transition into a sustainable model where the district provides continued support for community schools. We will work with the SAUSD Director of Community Schools, who will oversee and coordinate community school efforts at the district level. This leadership position will be crucial in maintaining the momentum and impact of community schools in the long term.

Santa Ana Unified School District is in the process of establishing a District Community School Leadership Council (DCSLC). The DCSLC, which will be facilitated by the CS Director, will be comprised of key stakeholders, including parents, educators, community members, and administrators. This council will play a pivotal role in shaping the future of community schools. The council's primary responsibilities will involve determining key positions within community schools, fostering collaboration among various stakeholders, and advocating for necessary funding to sustain the community school strategy. We will respond to feedback from the DCSLC as we move our vision forward.

## **Strategy 6: Strategic Community Partnerships**

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

## Site Level Goals and Measures of Progress

Goals	Action Steps
<b>Build a robust network of support for students and families.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During the 2024-2025 school year, the CSLC will work with the FACE liaison to create a needs assessment survey that can be shared with parents via multiple platforms in multiple languages. [Parent Square, Class Dojo, Written Survey]</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will meet with parents during Back to School, Annual Title I Parent Meetings, Monthly Parent meetings, and during schoolwide events to identify needs and seek feedback on proposed community partnerships. [Thought Exchange/ Parent Square/Written Feedback Survey]</li> <li><input type="checkbox"/> Based on the results of the survey, recruit potential partners and meet with them regularly to develop culturally responsive programming that supports the needs of all students and families, including Deaf and Hard of Hearing. [Contracts/Partnership MOUs]</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will establish regular meetings with the partners to discuss the goals of the partnership and how it's alignment with the CS Implementation Plan, SPSA and District LCAP. [Agendas/Meeting Notes]</li> </ul>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

At this time, we have existing partnerships with Santa Ana College for Continuing Education classes, such as English classes, Citizenship classes, Fitness classes, and American Sign Language. We would like to expand our offerings and be able to reach more families and community members.

In addition to that, we would like to strengthen our partnership with Olive Crest to provide a series of workshops for parents, with topics ranging from self- esteem, positive behavior,

learning ways to support students with academic skills at home, and fostering positive relationships. Olive Crest also provides families with counseling and family services.

We are beginning a partnership with Capturing Kids Hearts, and will have a whole staff training prior to the beginning of next school year. It will be a two-day training, with follow up sessions during the 2024-2025 school year. Once the staff has been trained, we would like to expand on the partnership and provide parent and community workshops that are aligned with the strategies that are being used by staff during the school day.

Our Expanded Learning Opportunities Program (ELOP) has partnerships with multiple community providers for STEAM, Girls, Inc., Discovery Cube, Coding, Dreams for Schools, and Dance and Karate academies. We would like to expand on some of those partnerships to encourage a community-based curriculum that engages students in real-world problem solving.

We currently have a partnership with OC Deaf, who support and advocate for the needs of Deaf and Hard of Hearing people. Our partnership with OC Deaf includes staff development on Deaf Culture and Deaf Awareness. At this time, the professional learning has been limited to staff, however we would like to expand our partnership by providing additional opportunities for parent workshops and student assemblies on Deaf Culture and Deaf Awareness. This will help us to provide a more inclusive learning environment where Deaf and Hard of Hearing students are valued for the assets they possess (Deaf gain) as opposed to viewing their hearing loss as a deficit.

We would also like to seek out a partner that would help us to provide sign language classes to our students. As of now, we are funding these workshop classes through ELOP, and using in-house staff. Our goal is to develop a partnership with an outside agency that can support when in-house staff are unable to support.

We continue to work with our site-based health and wellness team to provide outreach to parents. We have partnerships with optometrists, dentists, and vaccine clinics. As of now, the partners are on campus once a year. We would like to expand those opportunities for students and families by having the provider on campus 2-3 times per year to support the ongoing health needs.

Our mental health team consists of two school counselors, an assigned school social worker, and in-school community-based therapy. Our Coordination of Services (COST) team works together with our Wellness team and Family and Community Liaison to generate referrals for students and families.

We have partnered with Latino Health Access in the past to provide family counseling services, medical services, as well as support with legal services and housing. Our goal is to re-establish that partnership to gain additional support for our students and families.

Our Early Start Deaf and Hard of Hearing Program Coordinator, State Preschool Program Coordinator, and Transitional Kindergarten program Coordinator, work collaboratively to provide early intervention to students and families. Taft is the provider of Deaf and Hard of Hearing services for the Orange County Regional Center. We regularly receive referrals and work with students and families to support sign language acquisition and family support. We currently offer on-site audiological services, speech therapy, occupational therapy, adaptive physical education, and physical therapy services. We look forward to continuing these partnerships and expanding on the programming we offer the surrounding community.

Lastly, we have a robust partnership with Segerstrom Center for the Arts and our TK-6 students have the opportunity to attend performances at SCFTA, as well as participate in 12 week residencies with local artists, dancers, and performers. Our SSC has allocated funding for field trips, on-site assemblies, and artist residencies. We have carefully curated the options to include culturally responsive performances and exhibits. We have also invited local muralists and community-based artists to create murals and culturally relevant art projects throughout the school campus. Our goal is to expand these partnerships even further to become a hub of arts and culture within the community.

## **Strategy 7: Professional Learning**

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

## Site Level Goals and Measures of Progress

Goals	Action Steps
<p><b>Establish a shared understanding of community-based curriculum and the cultural wealth of our community.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During the 2024-2025 school year, explore a partnership with the Buck Institute for Education to provide professional development to administrators, educators, classified staff and families, in the area of community based-curriculum and pedagogy.</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will leverage ongoing professional development in Thinking Maps and Write from the Beginning to support academic language, student discourse, and presentations of learning/portfolios.</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will provide parent workshops that will help to develop a shared understanding about the student-centered presentations of learning and portfolio assessments.</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will continue to collaborate with OC Deaf and other partner agencies to promote Deaf Culture and overall Cultural Awareness within our community by providing workshops to administrators, educators, classified staff, students, and families.</li> </ul>
<p><b>Create a school culture that is asset-based and relationship- centered.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During the 2024-2025 school year we will engage in school wide professional development in the Capturing Kids Hearts curriculum.</li> <li><input type="checkbox"/> During the 2024-2025 school year we will develop programming for our educational partners to attend the Capturing Kids Hearts family workshops.</li> <li><input type="checkbox"/> During the 2024-2025 school year we will work to leverage the support of instructional coaches to model asset based reflection and cognitive coaching strategies.</li> </ul>

## Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

### Site Level Goals and Measures of Progress

Goals	Action Steps
<b>Develop a deep understanding of the community-based learning pedagogy.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During the 2024-2025 school year, we will engage in a series of professional development opportunities that highlight the theoretical framework for community-based learning, including social-constructivism and social-cultural learning theories.</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will leverage time during staff meetings and during professional learning communities (PLC) to make meaning and develop our understanding.</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will provide opportunities for teachers to explore performance assessment protocols and rubrics that support presentations of learning and portfolio-based assessments.</li> </ul>
<b>Leverage the social capital of our community to create place-based learning experiences and environmental education projects.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During the 2024-2025 school year, we will develop an inventory of the the partners and resources that are available throughout the community.</li> <li><input type="checkbox"/> During the 2024–2025 school year, we will meet with educators, students, and parents to seek feedback on the types of community-based learning experiences that are meaningful and of high interest, encouraging student voice and choice in the task.</li> <li><input type="checkbox"/> During the 2024-2025 school year, we will engage students in at least one place-based learning experience that will help them to engage with a real-world problem.</li> </ul>

## Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
-------	--------------	--------------------

<p><b>Align program evaluation of the CS Implementation plan to SPSA Annual Review</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The CSLC will identify commonalities between the goals identified in the SPSA and any additional goals identified in the CS Implementation plan. [Agenda/Meeting Notes]</li> <li><input type="checkbox"/> The CSLC will establish success metrics that are asset -based and offer broad definitions of success. [Goal matrix and established success metric]</li> <li><input type="checkbox"/> The CSLC will use a process similar to the SPSA annual review to discuss each goal and the established metric to monitor progress. [Panorama ed, COST Dashboard, Parent Meetings- Sign in Sheets, and Community Partners, and classroom data collected from teachers]</li> <li><input type="checkbox"/> The CSLC will analyze school culture and climate data, student achievement data, data collected at parent meetings, and street level classroom data to identify whether the expected outcomes were attained. [Meeting notes/ agendas]</li> <li><input type="checkbox"/> The CSLC will use promotional fliers, social media and newsletters that celebrate success and transparently identify opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvements in the number of students who self-report better self-efficacy, school connectedness, and sense of belonging.</li> <li><input type="checkbox"/> Increase in the number of K- 3 students who score at the proficient level on the DIBELS reading fluency assessment.</li> <li><input type="checkbox"/> Decreases in student behaviors- decreases in disciplinary actions.</li> <li><input type="checkbox"/> Increased participation at monthly parent meetings, and advisory committees.</li> <li><input type="checkbox"/> Increased participation in the number of parents who participate in the decision-making process.</li> <li><input type="checkbox"/> Increased referrals to mental health and medical related services.</li> <li><input type="checkbox"/> Increased participation in expanded learning opportunities and after school programs.</li> <li><input type="checkbox"/> Increased outcomes for special populations, including multi-language learners, and students with disabilities.</li> </ul>
--	--	--

	<ul style="list-style-type: none"><li><input type="checkbox"/> The CSLC will monitor progress at established intervals and make decisions that are responsive to the desired outcome. [Annual Review Matrix]</li><li><input type="checkbox"/> The CSLC will be responsive to data and develop plans and programs that leverage assets and build on opportunities for growth. [Annual Review Matrix]</li></ul>	

**Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.**